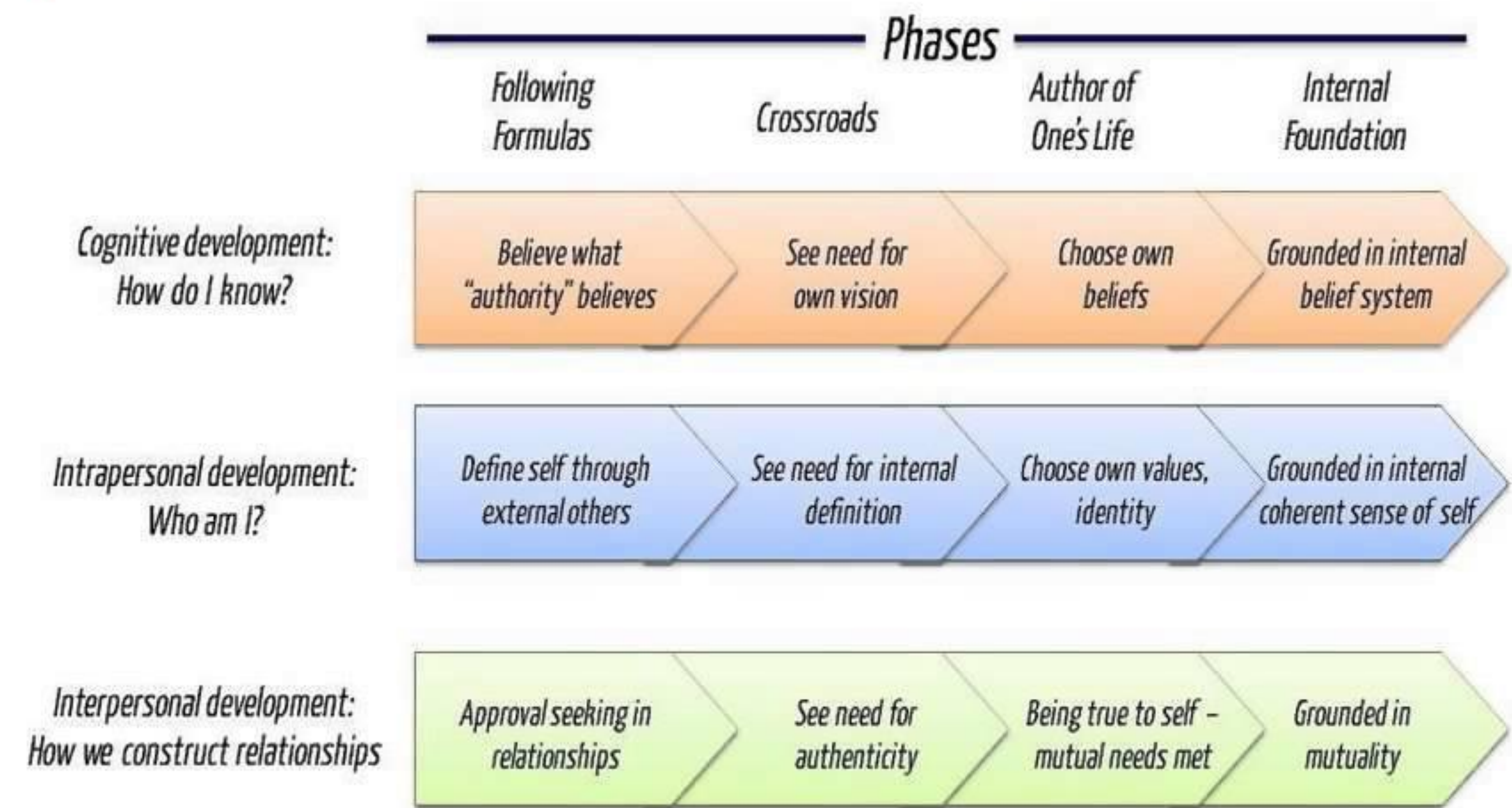


Baxter-Magolda: Theory of Self-Authorship

THE 4 PHASES



Resources

1.

Miller, William R. & Rollnick, S. (2012).Motivational interviewing: Helping people change. Guilford Press.

2.

Levy, M. & Polnariev, B.eds. (2016).Academic and Student Affairs in Collaboration: Creating a Culture of Student Success. www.motivationalinterviewing.org/

3.

Matulich, Bill. *How To Do Motivational Interviewing: A Guidebook*. 2nd version, 2nd ed., Bill Matulich, PhD, 2013, *MOTIVATIONAL INTERVIEWING ONLINE*, motivationalinterviewingonline.org/ebook.

4.

Swanbrow, B., Martin A. & Drum, D. (2015). Essential Counseling Knowledge and Skills to Prepare Student Affairs Staff to Promote Emotional Wellbeing and to Intervene With Students in Distress. *Journal of College and Character* 16.4, 201-208.

5.

Moore, M., Jackson, E., & Tschannen-Moran, B. (2010). *Coaching Psychology Manual Second Edition*. Pennsylvania: Lippincott Williams & Wilkins.

Motivational Interviewing/Coaching Techniques and Practices

Phase 1: Following Formulas

ENGAGE:

- Empathetic listening
- Establish rapport and build trust
- Assess readiness
- Focus on process versus the intended outcome
- Use OARS:
 - Open-ended Questions
 - Affirmations
 - Reflections
 - Summarize

Phase 3: Becoming The Authors of One's Life

Inviting Change Talk (the desire to want to change

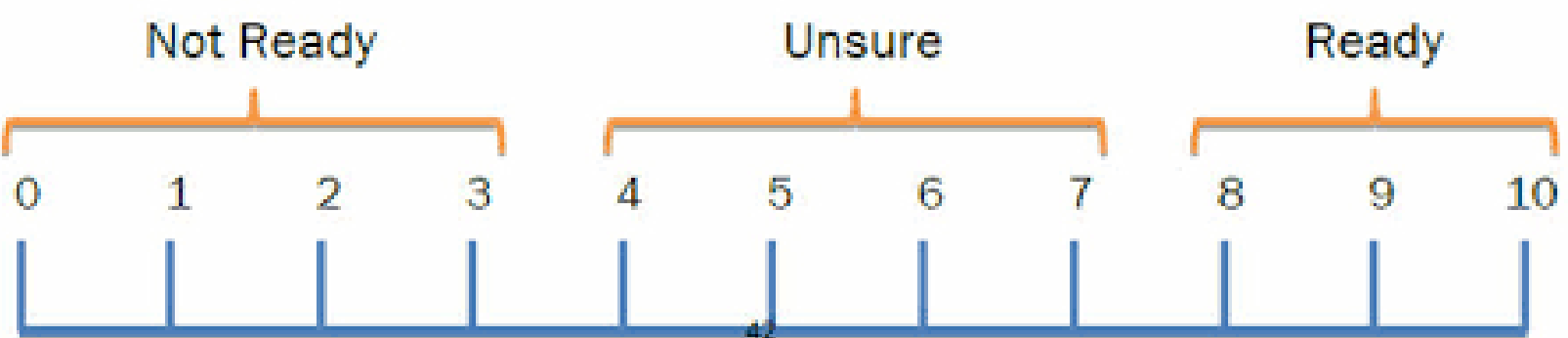
- Elicit and reinforce change talk
- Help to increase the amount and strength of change talk

Advantages of Changing Behavior	Consequences of Not Changing Behavior
Intention to Act	Optimism about the Future

Phase 2: Crossroads

EVOKE:

- Get to the “why”
- Why is there a reluctance to change?
- Get curious about the student’s motivations
- Develop internal motivations for change



Phase 4: Internal Foundation

PLANNING:

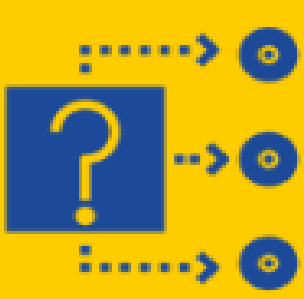
- Ideal when student is engaged, has identified a clear goal, and has the motivation to begin making changes
- Important to: develop skills, make an action plan, remove potential barriers, and seek support

Feedback – goal-referenced, tangible, transparent, student-friendly, timely, ongoing & consistent

COMMUNICATING EFFECTIVELY WITH OARS

Summarised From *How To Do Motivational Interviewing* By Bill Matulich

OPEN QUESTIONS



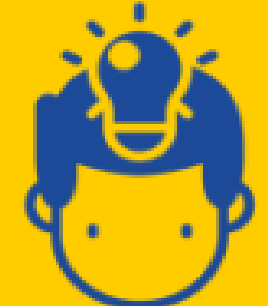
Questions that invite people to say more and open up a conversation. For example, *tell me about the movie you watched yesterday?* They are good for getting more information out of people and unlike closed questions which get a fixed or specific answer, they can help you learn more from a person.

AFFIRMATIONS



Statements that recognise a person’s achievements and positive attributes. They are encouraging in nature and during a conversation can make people more willing to talk. For example, *I like the fact that you take time every month to watch a movie. I see it as a good way to relax and it’s good for your well-being.*

REFLECTIONS



These are statements made back to the person you are listening to. They mirror or rephrase what you heard the person say. These statements show you are listening and help clarify your understanding of what the person said. For example, *so you watched the movie at 8pm, is that correct?*

SUMMARIES



Summaries are longer forms of reflections. It is summarising what you heard a person say after they’ve spoken for a long time. For example, *you watched the movie yesterday at 8pm. It was an action movie and you didn’t like it very much.* Just like a reflection, it demonstrates listening and checks understanding.

IMPLICATIONS: The OARS set of skills will allow you to communicate effectively with almost anyone if you use them well. Open questions give you the ability to ask people questions that prompt them to reveal more information, affirmations help you to show a person recognition, while reflections and summaries allow you to show you are listening and demonstrate empathy. While these skills seem simple, they are very powerful and using them will make you a better communicator.